

LIN 3010.0M01 Linguistics

Fall 2015

Office Hours: Tu 10a-noon (f2f)

M 10a-noon (online)

Dr. Beth Rapp Young

Office: CNH 306-B

Emergencies: 407-823-5596

Email: byoung@ucf.edu

Syllabus

“Deep waters, such are the words of man: a swelling torrent, a fountain of life.”
–The Bible, Proverbs 18:4 (Jerusalem Bible)

Course Description:

Do you use *friend* as a verb? Why do some people say *aks* and not *ask*? How many different ways can you use the word *like*? When does “*I’m busy*” mean “*no*”? Will *txtng* make us talk in *abbrevs*?

In this course, we will study the English language and how it works. We will connect technical linguistic information to your daily experiences with language. We will learn and practice techniques for describing English, both its words and sentences and larger elements of discourse in context. We will look at the social, historical, and political forces that shape language and its use. We will investigate linguistic issues empirically with professional research corpuses. And we will suggest ways to use what we learn about language both in the classroom and in the professional world. In linguistic terms, we’ll cover phonology, morphology, semantics, pragmatics, speech act theory, and language variation.

Your work will be submitted via Webcourses (accessed through my.ucf.edu and then the "Online Course Tools" tab). Please check Webcourses daily to be sure you don't miss anything. If you haven't used Webcourses before, review the information at <http://online.ucf.edu/learn-online/knights-online/>.

You will need reliable access to a computer with internet access. In a pinch, there are computers accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, see the links on the last page of this document.

Prerequisites: Grade of C (2.0) or better required in ENC 1102.

As the UCF catalog states: LIN 3010 CAH-ENG 3(3,0) Principles of Linguistics. An overview of the modern linguist's approach to language. Analytic methods of phonology, morphology, syntax. Brief systematic survey of dialectology, language acquisition, and semantics. Occasional.

Course Objectives:

By the end of the semester, you will be able to:

- Employ basic linguistics terminology
- Understand basic principles of phonology, morphology, semantics, pragmatics, speech act theory, and stylistics from both synchronic and diachronic perspectives
- Apply linguistic principles to real-world language
- Conduct basic linguistic research
- Understand and appreciate the natural variation that occurs in language across time, social situation, and social group, while recognizing the need for mastering Standard English
- Recognize some of today's important linguistics-related questions and controversies

Course Texts:

- Curzan, Anne, and Michael Adams. *How English Works: A Linguistic Introduction*. 3rd ed. NY: Pearson, 2012. ISBN 9780205032303.
- *The Oxford English Dictionary*. [available free online from the UCF library to students with valid library cards]
- *The Dictionary of American Regional English*. [available free online from the UCF library to students with valid library cards]
- *The American Heritage College Dictionary* 5th ed., ISBN 9780547041018 which is online at ahdictionary.com.
- *Merriam-Webster's Collegiate Dictionary* 11th ed., ISBN 9780877798095 which is online at merriam-webster.com.
- Other readings available inside the course and on the Internet
- Register at corpus.byu.edu (free) so that you can use the language corpora for some assignments.

Other required texts will be made available during the course. See additional information on the “Textbooks” page inside Webcourses.

Some have asked if other editions of the *How English Works* textbook are acceptable. The English language hasn't changed all that much between editions, so older editions would certainly be accurate. However, I haven't examined them to be sure all the information you need was included in the earlier editions. If you use an older edition, I advise you to compare the current table of contents to the older edition table of contents to make sure you're reading the right material, as chapters might have been rearranged. For the table of contents of *How English Works'* current edition, go to www.pearsonhighered.com and search for Curzan.

Special Course Requirements:

Please plan to:

- Confirm that your computer can produce IPA characters (we'll do this during week one). You probably can, but if not, you may need to download and install a free font (Gentium) that contains those characters.
- Confirm that your computer can produce .pdf files. You probably can, but if not, you may need to install software that does so.
- Have a valid UCF library card. See <http://library.ucf.edu>
- Register to use the research corpora at <http://corpus.byu.edu> (free)
- Use online research and reference tools in addition to the materials on the course website.
- Access the course website every day.

Advice from Previous Students:

Here is ALL the "advice to future students," unedited, submitted to the end-of-semester survey during Fall 2014 (not everyone completed the extra credit survey). I hope the comments help you know what to expect:

- Make sure you have a group that you trust. In addition, use a personal calendar to record when all of the future turn-in-dates are, and check up on this constantly.
- I would tell them to study the textbook, and not just read to pass the test, but to analyze the concepts and how they relate to real life language scenarios and problems. I would also tell them to buy instead of rent the English Usage Dictionary because a month into the semester I bought my rented copy because it has so many practical uses for academic study and is a good read. [NOTE: THE ENGLISH USAGE DICTIONARY IS NO LONGER ASSIGNED, BUT I CAN GIVE YOU ORDERING INFO.]
- Pay attention to when things are due!
- Work in groups and do the extra credit if you miss a couple of assignments. Stay on top of due dates
- To apply the tools gained from this class on the structure of the English language to other languages which relate to it, and also to decompile words and sentences they use in everyday parlance so as to practice the material present effectively.
- Using a google calendar and updating it every few weeks with all the assignments due for the class is a lot easier than depending on webcourses to let you know when things are due. It really helped me keep my due dates organized, and checking that rather than navigating through webcourses to find due dates was much easier.
- Print out all the handouts and keep them readily available. It's easier than having a ton of tabs open and trying to find the files every time you need them.
- Make a group and stick with them. Even if you are better at the material than others, many of the subjects are easier to understand when talking about them or saying things out loud.
- The professor recommends turning on your e-mail alerts for webcourses. I did this, and I will not take another course at UCF without them. it changes the way you learn, and it even changes your engagement level as you are more prone to read the discussion posts of your classmates.
- The class is interesting and Dr. Young makes the material fun. That being said, check webcourses often! There are a lot of assignments to do, and many have multiple parts.
- Prepare to research for homework assignments and quizzes. They are time consuming if you want to do them correctly.
- Always keep tabs on when assignments are due and if possible do them a couple days/a day in advance. If its a homework assignment start it as soon as possible and then work on it up until the due date or before. They can be time consuming and trying to do it all in one sitting will be a bit difficult. Do tests as soon as they're open or rather as soon as possible. Also, don't procrastinate on tests or assignments.
- It will help to have the text book and work on the practice questions at the end of the chapters. Read the book as well, it will help give you a better understanding of the material.
- It seems easy because it is a Linguistics class, which makes it is easy to assume that it will just be a more advanced version of English with some more terminology, but it is much more than that. It is easy though, as long as you dedicate yourself to studying for the class, which is surprisingly easier than what it seems like.
- Do as much extra-credit as you can right from the beginning! It's a life saver!
- The *How English Works* book is the only thing that is necessary to purchase. Some of the other books, apps, etc. might be useful if you are going to study similar topics in the future, but this course was for my minor, and will thus not really be applicable to my future academic pursuits.
- Check the schedule ahead of time, and mark down due dates on Google Calendar, or something. It's easy to miss an assignment that's due on a night that you don't have class.
- Find a group early in the semester. There's not point in trying to do all the assignments alone.
- Enjoy! You'll learn a lot, and come out of the class with some fun bits to share with your friends.

- Be sure to do the exercises at the end of the chapters! They are very helpful for not only learning the concepts, but doing well on the tests.
- Plan ahead! It may not be necessary to check the website every day, but make sure you notice when the group projects are so that you have time to plan with your peers.
- Although I did not do any of the extra credit assignments, I would tell them to do them because they can improve their grade. There are many extra credit opportunities that should be taken advantage of.
- Form a group with a couple of students, and leave the corpus searching tasks to one person who is adept in performing advanced search commands. Also, at the beginning of the semester, try to look ahead at the data-and-survey assignment and try to gather information as soon as possible.
- Definitely do the extra assignments she provides along side the questions in the end of the chapter. The extra credit comes in handy not only for the extra points but also as practice for the exams.
- Group work can be done alone, but is more tedious to do.
- Read the main textbook *How English Works* thoroughly as it is incredibly helpful during tests.
- Start major assignments early or at least take a look at them in advance to get an idea of what kind of work you will need to do.
- If possible, take this class alongside another Linguistic/Grammar class, etc. as it was incredibly helpful for me to be exposed to either the same or similar material multiple times across courses. It really solidified concepts and terminology.
- Go to class. Join a study group.
- Weigh the point / time-consumption value of the extra credit, but do as much as possible. Due to intense grading of assignments you must take advantage of all reasonable extra credit opportunities to ensure a high grade.

And here's a summary of these students' answers to questions about the course (N=24):

<p>How often should the website be accessed? Once a week: 0% 2-4 days a week: 17% 4-7 days a week: 61% More than once a day: 39%</p>	<p>The information I've learned this semester will help me in my future writing / editing / teaching: Strongly agree: 70% Somewhat agree: 30% Somewhat disagree: 0% Strongly disagree: 0%</p>
<p>The video materials helped me learn: Strongly agree: 48% Somewhat agree: 39% Somewhat disagree: 13% Strongly disagree: 0% I don't know—I didn't watch the videos: 9%</p>	<p>How likely are you to take another LIN class? Very likely: 35% Somewhat likely: 52% Somewhat unlikely: 9% Very unlikely: 4%</p>
<p>This class helped me better understand how English works: Strongly agree: 87% Somewhat agree: 17% Somewhat disagree: 0% Strongly disagree: 0%</p>	<p>To what extent did you learn to research contemporary usage? Very big improvement: 61% Some improvement: 35% Little or no improvement: 0% Unable to determine: 4%</p>
<p>To what extent did you learn to employ basic linguistics terminology? Very big improvement: 65% Some improvement: 35% Little or no improvement: 0% Unable to determine: 0%</p>	<p>To what extent did you understand basic principles of phonology, morphology, semantics, pragmatics, speech act theory? Very big improvement: 61% Some improvement: 39% Little or no improvement: 0% Unable to determine: 0%</p>
<p>To what extent did you learn to recognize some of today's important linguistics-related questions and controversies? Very big improvement: 65% Some improvement: 26% Little or no improvement: 9% Unable to determine: 0%</p>	<p>To what extent did you learn to apply linguistics principles to real-world language? Very big improvement: 74% Some improvement: 22% Little or no improvement: 4% Unable to determine: 0%</p>
<p>I was aware that my instructor provided additional information in Pages: True: 100% False: 0%</p>	<p>I was aware that my instructor provided advice and answered questions in Discussions and Conversations: True: 100% False: 0%</p>
<p>Will you keep your HEW textbook? I bought it and I'll keep it: 4% I bought it and I'll sell it or give it away: 13% I borrowed/rented my book so I can't keep it: 78% I didn't get this book: 4%</p>	<p>Will you keep your MWCDEU reference book? I bought it and I'll keep it: 43% I bought it and I'll sell it or give it away: 13% I borrowed/rented my book so I can't keep it: 9% I didn't get this book: 35%</p>

Digital Humanities:

The digital humanities use digitized and digital materials to promote a greater understanding of traditional humanities concerns. In this class, you will learn to use digital language corpora to research contemporary and historical English usage in both spoken and written language. These corpora have transformed the work of practicing linguists. You will also learn to use the advanced search functions of the online *Oxford English Dictionary* to investigate historical changes in the English lexicon.

Course Grading:

This information may change as the semester progresses. For current details about assignments and deadlines, please see the course website. Work starts in the course on the very first class day of the semester.

Learning the technical material in this class will require frequent practice, which translates to a significant time commitment and numerous deadlines. Expect at least 3 deadlines a week. If you know your schedule will be irregular due to business trips or other commitments, you should complete your work early. Work submitted late will not earn credit.

Your course grade will be based on completion of weekly assignments and test scores, using a 1000-point scale:

A	931 – 1000+	C+	761 – 799	D-	600 – 630
A-	900 – 930	C	700 – 760	F	below 600
B+	861 – 899	C-	(not used)		
B	831 – 860	D+	661 – 699		
B-	800 – 830	D	631 – 660		

Any extra assigned points (i.e., past 1000) are intended to compensate for occasional problems such as a brief illness or technical problem. If you encounter such problems often, you should expect to earn a lower course grade. Because I provide plenty of opportunity for everyone to earn a good grade, I do not “round up” semester grades. Please do not ask me to do so. If you finish the semester with 899 points, your grade is a B+.

See policy on “Late and Missed Assignments, Quizzes, Tests” below. For information on Late Add, Late Drop, Late Withdrawal, Medical Withdrawal, and Grade Forgiveness processes, contact UCF Academic Services (below).

Gradebook: The gradebook in Webcourses simply adds up all the points you have earned. You start the semester with a grade of zero, and every time you complete an assignment, your grade increases by the points you earned on that assignment. For example, if you have earned 497 points so far, and you earn 3 of 20 possible points on the next assignment, you end up with 500 points.

Webcourses will display your average grade so far, but that average will include extra credit points in the total and may or may not include missed assignments in the total. THE WEBCOURSES PERCENT AVERAGE IS A ROUGH INDICATOR, NOT YOUR ACTUAL GRADE.

Your actual grade is calculated from the points you have actually earned. To see the points you have earned, look at the “Total” row in your gradebook; it displays points as a fraction: points earned / points possible. The first number, the numerator of the fraction, is what your course grade will be based on. If, at the end of the semester, you’ve earned 791 points, your grade will be a C+, regardless of whether webcourses considers that 791 of 800 points or 791 of 1100 points. (Why? Because the “points possible” denominator can change depending on how many assignments you have attempted.)

The advantages of this type of gradebook:

- You always know where you stand. I have no “private” gradebook. You see the same grades that I see (except that I can see everyone’s grades and you can only see your own).
- Your grade never goes down. If you have 750 points and you earn a zero on the next quiz, you still have 750 points.
- It’s easy to see how many points you need to get the grade you want. For example, if you have 750 points going in to the final exam and you want a B in the course (which is 831 points or higher (above)), you need to earn an 81 on the final ($831 - 750 = 81$).
- When we get to the end of the semester, it’ll be easy to figure out your course grade. Just look at your total points and match them to the grading scale above.
- If your grade for a completed assignment is zero, maybe I haven’t entered grades yet. Before asking me about it, click the “View Average” or “View Statistics” button in your gradebook. If the average grade is zero, I haven’t yet entered grades for that assignment.

Please monitor your grades throughout the semester and contact me privately through Webcourses mail if you have any questions. Also, please review the page called “Grade FAQs” inside Webcourses for answers to frequently asked questions.

Course Policies:

Assignment Format: All coursework must be completed according to the course protocols (below). Work that is not completed properly will not earn credit.

Attendance: Students learn the course material better when they attend class regularly and participate fully. Students who miss class, or who arrive late or leave early, don't learn as much. Because of this, attendance counts. You may miss 1 or 2 classes without penalty, no matter what the reason (though I advise you not to miss class unless you are too sick to attend). After that, you will lose 5 points per absence.

Arriving late or leaving early by 5-15 minutes will count as 1/3 of an absence (I'll deduct 5 points after every third instance). Arriving late or leaving early by more than 15 minutes will count as one full absence.

Absences and tardies do not excuse you from deadlines except in extreme circumstances (e.g., your short emergency hospitalization; long hospitalizations are what Medical Withdrawal was designed for). See "Late or Missed Work" on the .pdf syllabus for this class, linked from the Syllabus page, for more information.

Audio/Video Recording: As long as you do me the courtesy of letting me know I am being recorded, I will normally allow audio recording. (Depending on the class topic, I may disallow recording to preserve the privacy of your classmates.) Because I hold the copyright to my course materials, any audio recordings must be used only for your own study purposes and not shared with anyone else. Video recording is not allowed, unless it is part of a formal disability accommodation.

Broken links: All URLs were checked for accuracy at the beginning of the semester, but web links can change without warning. If you notice any broken links, please (1) search for the correct link and (2) let me know.

Changes to this syllabus: It may be necessary to change this syllabus during the semester. Any changes will be posted to the course website.

Computer Viruses: You are required to use a reputable anti-virus program to participate in this course. Please remember to update your virus definitions regularly (your software documentation will tell you how to do this). Every time you transmit a virus, your grade for the course will be reduced by one full letter.

Conduct: As you learned when you were accepted at UCF, you must follow the personal and academic conduct guidelines in The Golden Rule (<http://www.goldenrule.sdes.ucf.edu>)

Contacting Your Instructor: Once the semester starts, *all private communication with me should be sent through the Conversations tool inside Webcourses*. Check Webcourses daily. Even if you contact me via another means, I will ordinarily respond via Webcourses, because Webcourses is FERPA compliant, and because Webcourses content needs to be as complete as possible for archival purposes.

You can count on me to respond to messages within 48 hours, 72 hours on weekends, though usually I respond much more quickly, often within an hour or two. If you write while I am teaching another class f2f, obviously I can't respond until the class is over and I'm back at the computer. If you write after I have shut down my computer for the night, I won't respond until the next day. If you write on a weekend, I may not be able to respond until the following Monday.

If Webcourses is unavailable, email me at byoung@ucf.edu from your Knight's Email account—not from any other email address. Be sure to tell me your full name and which course/section you're taking.

Due to university budget cuts, I have no office phone. Emergency phone messages can be left with the English department (407-823-5596). That phone number connects with voice mail; periodically during business hours, a staff member retrieves messages, writes them down, puts them in mailboxes, and if they seem urgent, sends them via phone or email. You'll save time by contacting me through Webcourses or (if you can't access Webcourses for some reason) email from your Knight's email account.

Of course you're always welcome to meet with me in my office! I see students f2f this semester during my f2f office hours and by appointment. I'm also able to arrange online meetings via the Webcourses Conferences tool.

All communication between you and me, and between you and other students, should be respectful and professional. Also, you should regularly check your Knight's Email account at <http://www.knightsemail.ucf.edu> for separate official communication from the university.

Copyright: Some materials used in this course may be protected by federal copyright law and are only for the use of students enrolled in this course, and only for the purposes associated with this course. It is a violation of US copyright law to retain or disseminate any such materials. Materials I have developed myself for this course are copyright ©2015-2025 Beth Rapp Young.

Dictionary: When an assignment specifies a particular dictionary, you may use only that dictionary—you may not substitute other dictionaries or older editions of that dictionary. When an assignment does not specify a particular dictionary, you may use any of the assigned dictionaries: AHD, MWD, or OED.

Disability Accommodation: If you have a disability that might affect your performance in this class, please let me know before the second week of the semester so that we can discuss what accommodations will be necessary. UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. The instructional media and materials for this class are accessible to students with disabilities. If you are having difficulty accessing

them, let me know. No accommodations will be provided until you have met with me to request them. Students who need accommodations must be registered with Student Accessibility Services <http://sas.sdes.ucf.edu/> before any accommodations can be provided.

Documenting Academic Activity: All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the "Can You Find and Insert Symbols?" practice quiz as soon as possible after adding the course, but no later than the due date. Failure to do so may result in a delay in the disbursement of your financial aid.

Final Exam: UCF requires that a final exam be given in every course (exceptions require special advance permission from university administration). So yes, we will have a final exam, it will be cumulative, and it will be available online, on the exam day assigned by UCF for this course.

Graded Work: You can expect graded work to be returned to you two weeks after the deadline or two weeks after you turn it in, whichever is later (although often I return work more quickly). Be sure to read my comments in Webcourses! You need to click through to the individual questions view in order to see the comments, which are often not visible on an "overview" or "summary" page. The individual questions view will also show whether you have earned partial credit for an answer. Contact tech help if you cannot find the detailed comments I write on graded assignments and quizzes. If you wish to question or appeal a grade, please do so in writing via Webcourses within ten calendar days of when the grades for that assignment were distributed. Course grade appeals will follow the procedure outlined in The Golden Rule (<http://www.goldenrule.sdes.ucf.edu/>).

Grammar Mistakes in Course Materials: You may occasionally notice grammar mistakes or typos on course materials. As you probably suspect, these mistakes are intentionally inserted for the amusement of students who enjoy finding them and pointing them out to others. You can demonstrate your skill at proofreading by (nicely) letting me know what you have discovered, so the mistake can be corrected.

Group Work: I very strongly urge you to join a study group to discuss the exercises and prepare for the tests. In fact, collaboration is encouraged strongly enough that you can treat the assignments marked with a *G* (but only those—not other assignments, papers, quizzes, or tests) as group projects if your study group so desires. Generally the group assignments are more work, and are worth more points, than individual assignments. If you work as a group, please turn in one answer for the entire group, and mark it with the name of everyone who worked on the assignment. After the work has been graded, whoever has submitted the assignment must share my comments with the group. Please also make an effort to determine who is responsible for what part of your group's work at the outset. I have no desire to adjudicate intragroup disputes. NOTE: Individual assignments must be entirely your own work, and there must be no collaboration on the tests and quizzes.

Incompletes: A grade of "incomplete" can be awarded only for a documented emergency that occurs at the end of the semester (e.g., an emergency appendectomy causes you to miss the final exam). For emergencies that occur earlier in the semester, contact UCF Academic Services (below) about other options such as Medical Withdrawal. Incompletes are given at my discretion. If, in my judgment, you couldn't pass the class even with more time, I reserve the right to deny your request.

Language Taboos: Any course about language will address some of the negative uses of language, including words that are considered not just impolite, but abhorrent. Please be forewarned that there may be some discussion and/or analysis of words and phrases which may make you uncomfortable or perhaps even offend you. Sometimes we have to analyze uses of language that some may find wrong in order to understand how language works. When such cases arise, I will attempt to handle them with as much sensitivity as possible. Even if you feel that such discussions have no place in the classroom, please be aware that I am not attempting to insult or attack you in any way, but rather that I am attempting to bring us all to an understanding of the ways language is used in real life.

Late or Missed Assignments, Quizzes, Tests: Assignments will earn no credit if submitted late. Missed quizzes may not be made up. Missed exams may be made up only if you have a documented approved reason for missing the exam, such as hospitalization. There are two reasons for this policy: (1) The nature of the work. Many assignments build on work submitted previously. For example, you may be required to share information with the class on one day, and then analyze all the shared information two days later. There's no point in submitting additional information after the class has already finished its analysis. (2) The pace of the class. Spending time on past assignments can prevent you from keeping up with current assignments.

To compensate for unavoidable scheduling conflicts and last-minute emergencies, I've provided extra credit assignments, and made most assessments available for more than one day. If you experience so many scheduling conflicts or emergencies that the extra credit and lengthy assessment availability can't make up for them, you should expect to earn a lower course grade.

Webcourses will close assignments, quizzes and tests precisely at the deadline. To be sure you get the full allotment of time to finish, start early enough. For example, if the quiz allows you 60 minutes and closes at 11:59 p.m., be sure you start 60 minutes BEFORE 11:59 p.m. If you start at 11:58 p.m., you will have only one minute. Occasionally Webcourses may display a range of "available" dates that differ from the "due date." Your deadline is the "due date."

Notifications: You are responsible for maintaining Webcourses Notifications settings that keep you apprised of course developments, including any changes to assignment requirements. I cannot adjust deadlines or requirements because you somehow did not see a Notification. You can find a complete list of assignment deadlines on the Syllabus Webcourses page. Do not rely on the "To Do" list; it

is compiled through an automated process and students have reported that it is incomplete (see here for more information: <http://online.ucf.edu/support/webcourses/other/to-do-list/>). I have no control over what does or does not appear on the "To Do" list.

You can import the calendar information from Webcourses to an electronic calendar such as Google or Outlook. See here for more information: <https://community.canvaslms.com/docs/DOC-1286> or contact tech support.

Plagiarism: Collaboration is encouraged on exercises marked with a *G* (see Group Work, above). However, collaboration is NOT allowed—it is considered plagiarism or cheating—on all other papers, assignments, quizzes, and tests. Plagiarism is using the words or ideas of another without proper acknowledgment. This includes sharing or discussing answers for homework, quizzes, extra credit assignments, tests, or any coursework for which you each receive individual credit. This also includes using teacher's manuals that give answers to you, and software that diagrams sentences for you, rather than figuring out these out yourself. If any of your coursework is plagiarized, you can expect to fail the course and/or to be reported for university disciplinary action.

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Privacy: Your work may be used anonymously as an example in other classes or workshops for educational/research purposes only. For example, I might quote from one of your assignments in a journal article or conference presentation, without revealing your identity. If you do NOT wish your work to be used in this manner, let me know in writing within one week of the date your course grades are available to you on myUCF. (This date is listed on UCF's Academic Calendar as "Grades available on myUCF.") Your course grade will stay the same whether or not you allow your work to be quoted in this way. If you give me your "opt out" note after the date I'm required to input grades (listed as "Grades due on myUCF"), I won't even know of your decision when submitting your grade.

Record Keeping: Save copies of all your work, including graded homework assignments, all your drafts, and any work with my comments on it. (Comments on teamwork can be found in the assignment dropbox of whoever turned it in; that team member should share comments with everyone who worked on the assignment.) You should save this information until you have received your final grade for the course.

Returned messages: You can expect mail and course mail messages to be returned within 48 hours, 72 hours on weekends, though often I respond much more quickly.

Sexual Harrassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act, intended to eliminate sex discrimination in education, covers discrimination in programs, admissions, and activities, as well as student-to-student sexual harassment. It covers not only employees of the University but also students. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the University's Equity Coordinator. The campus Equity Coordinator is the Director of the Office of Equal Opportunity and Affirmative Action Programs (contact information below).

Textbook Exercises: I recommend that you complete the exercises in the textbook because completing the exercises will help you learn the material. These questions may be included on quizzes and tests. Please contribute questions and comments about the exercises to the discussions so that we can help each other learn how to figure them out. I am happy to share "correct" answers privately within two weeks of when they are assigned—if you show me your answers (via the Webcourses conversations tool), I'll show you mine—for the UNGRADED exercises only. I won't pre-grade any graded assignments (though I will answer specific questions about them, and I'm always happy to coach you through solving them). Note: It probably isn't hard to figure out which exercises are likely to turn up on the tests. Questions that have a right/wrong answer are good possibilities. Questions that assign complicated out-of-class tasks, such as "survey ten friends about plural nouns" or "audio-record a conversation and transcribe it" are not likely to be on your exams.

Tutoring: Unfortunately, I don't know of a good resource for linguistics tutoring. The University Writing Center (UWC) does not offer linguistics tutoring, though it's a great resource for writing papers. As you know from experience, someone can be great at writing without knowing much about linguistics. Do not expect the UWC to help with phonetic transcription, parsing morphemes, etc. If you know of a good tutor, or if you would like to offer your services as a tutor, please post the information to the Webcourses Discussions.

Course Protocols:

All coursework should be completed according to these protocols to earn full credit.

Notifications:

- Click your name in the top right corner of Webcourses, then click "Notifications" in the left toolbar, then set your Notifications.
- I recommend that you set the following items to notify you "ASAP":

Due Date	Discussions (everything in this category)
Course Content	Communications (everything in this category)
Calendar	Submission Comment
Announcement	Alerts (everything in this category)
Grading	
- See here for more information: <https://community.canvaslms.com/docs/DOC-1286>
- Do not rely on the Webcourses "To Do" list; it is compiled through an automated process and students have reported that it is incomplete (see here for more information: <http://online.ucf.edu/support/webcourses/other/to-do-list/>). I have no control over what does or does not appear on the "To Do" list.
- See here for information about importing Webcourses calendar information into your own electronic calendar: https://community.canvaslms.com/docs/DOC-4121#jive_content_id_Calendar

Conversations:

- Check Webcourses daily.
- Send course-related private correspondence to Dr. Young via Webcourses Conversations, not email. (See "Contacting Your Instructor" above.)
- Do not send Conversation messages to "Everyone" or "All Students." Replies to those messages also default to everyone, and inboxes can get cluttered very quickly. If you have a general question for the class, post it to the Discussions.
- Before mailing Dr. Young with general questions about the course, post your questions to the Discussions. The more people who see your question, the quicker you're likely to get an answer. Also, if you're wondering about something, chances are that someone else is wondering, too. By asking questions publicly, you're helping your classmates learn.
- Please be patient. Remember that most of us receive mail from many different sources outside this class; repeated "Did you get . . ." messages will overload mailboxes, making it more difficult for people to respond quickly. Do let Dr. Young know if a classmate hasn't answered your message within 48 hours.
- Please be prompt. If a classmate sends you a message, please respond in a timely fashion (within 48 hours). Poor communication with classmates will affect your grade.

Discussions:

- Send messages intended for just one reader by Conversations instead of posting them to the discussion. For example, questions about why you got your grade should be sent via Webcourses Conversation to Dr. Young.
- Give your discussion topic a very clear, specific title! For example, instead of calling it "Questions about homework," call it, "Questions about syllabic consonants in IPA." The Webcourses search function is terrible, so the more informative your discussion titles, the easier it will be to locate information later.
- Every discussion message you post should be courteous and clear. (Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.) Avoid posts that only say "I agree"; they will not be counted for credit.
- Do not post discussion messages that do nothing more than complain about the assignments or the class. Such messages are disruptive and will be deleted. Students who are repeatedly disruptive will be banned from course discussions, making it impossible for them to earn full credit for discussion assignments.
- Sometimes you won't be able to see other students' messages until you have posted your own message.
- Consider composing complex messages in a word processor, then copying/pasting your words into the discussion message.

File Attachments

- Whenever possible, copy/paste your work into Webcourses. Do not submit work as an attachment unless you have no other choice.
- Any attachments should be submitted in .pdf format. You should save this work in two formats: .pdf plus whatever format you're creating it in, because you probably won't be able to edit a .pdf document.
- Remember that once your attachment is downloaded or printed, it has been completely disconnected from your message. Therefore it is very easy for your work to be misplaced or overlooked if you haven't labeled your attachment properly. Every attachment you submit during this course should:
 - ✓ Include your full name and the assignment name in the FILENAME of the attachment
 - ✓ Include your full name and the assignment name INSIDE the attachment

Work that does not follow these protocols (especially if your name is missing) will not earn full credit!

Group Work:

- Only assignments labeled with *G* are eligible for group work.
- Clearly label group work with the names of EVERYONE who contributed to it. Everyone who contributes will earn the same grade for that project.
- Only ONE person in the group should submit the work—don't make me review multiple copies of the same answers! Webcourses may tell everyone else that the project was “missed,” but as long as I can determine who did what, I can record grades for everyone no matter what Webcourses says.
- Sometimes Webcourses will reset group member grades back to zero after they have been entered. If this happens to you, let me know, and I will re-enter your grade. In my experience, the grade sticks the second time it is entered.
- Format your work consistently. For example, questions should be answered in order, fonts should not change unnecessarily, numbering should go in numerical order, answers should be reasonably parallel in structure, and so on. Someone will probably need to clean up the document formatting after all contributions have been copied and pasted together. Work with glaring format problems will not earn full credit.
- Read my comments on graded group work. Whoever submitted the assignment is responsible for sharing my comments with everyone else. You can access my comments the same way you access comments on graded individual assignments in the assignments tool..

Homework in the Quizzes Tool:

- Homework in the quizzes tool normally has no time limit. That's one way to distinguish homework from quizzes and tests.
- Do not submit your work until the assignment is complete. Canvas will autosave your answers and allow you to resume the assignment later, provided that you have not exceeded a time limit or missed a deadline. Once you click “submit,” Webcourses will not allow you to work on that assignment again.
- If you accidentally submit your work, I can sometimes re-open the assignment, but I can't get the software to show you your previous answers. In other words, the best-case outcome would be that you would start over. So, don't submit your work until it is complete.

HELP! I need this class to graduate this semester, and I'm not doing very well!

This class can be challenging, but every semester, people DO learn the material and go on to graduate. You can succeed too. Inside Webcourses, the pages called “Resources” and “Advice” have useful information for you.

Some students run into trouble because dutifully read the chapter, realize that they understand the chapter, and figure their job is done. Or they read the chapter, don't understand it, and simply read it again hoping things will be different next time.

You can't learn this material only by reading about it. And your job is NOT done when you understand how your textbook author has explained concepts. Your job is done when YOU can APPLY the concepts to new examples. That's why so much homework has been assigned: **simply reading and understanding the chapter will not be enough.**

Please share any great study ideas you develop—I'm always collecting good strategies to pass along to future classes.

Technical Support and Useful Links:

Print this page NOW and store it in a safe place so that you'll have the information available whenever you experience computer problems.

If you have a technical problem during an exam, contact Webcourses Tech Help (below). Otherwise, please post technical questions to the Discussions. Members of the class who are technically proficient are encouraged to monitor the discussion and assist classmates.

NEVER SPEND MORE THAN AN HOUR trying to fix problems by yourself! UCF offers wonderful technical support—please save yourself some time and stress by availing yourself of it. Don't assume they can't help you—ask them. See the list of useful contact information below. When you ask for help, you are also doing a good deed: you are teaching UCF's tech help people about the kinds of problems students encounter in these courses. The more that is known about problems you encounter, the more that can be done to help prevent such problems in the future.

So **DON'T STRUGGLE ALONE!** Ask the tech people for help when you encounter glitches. Especially ask tech support when you have a problem during a quiz or test; in fact, it's best to take quizzes and tests when tech support is available by phone. (NB: your professor is not trained to do tech support, though she is happy to provide sympathetic moral support.)

Network outages: On occasion, you may be unable to access the course due to network outages. Such problems are usually resolved within a few hours. Please don't panic if this happens to you—just keep checking the network, and eventually you'll be able to access the course again. Depending on where the problem has occurred, the tech support staff at your internet service provider or UCF's Help Desk (see "Useful Links" below) should be able to estimate when everything will be back to normal. When you are able, post your work along with an explanation of what happened.

Broken Links: Although all links are checked immediately before the semester starts, "link rot" is a fact of online life. If you discover a broken link in the course, try to find the page through an alternate route (google, yahoo, the search function at the site you need, e.g., the mental_floss search function searches the <http://mentalfloss.com/> website). If it's a Webcourses link that is broken (e.g., a class assignment page), let Dr. Young know, and then check back periodically to see if it has been fixed. If the link can't be fixed within a reasonable time, we'll work out some kind of alternative, don't worry.

Back-ups: Technical difficulties can cause serious problems, especially if you procrastinate. Back up your files regularly and store backup copies in a location separate from your computer. Use a surge-protected power source (one that also protects your internet connection) and avoid using your computer during thunderstorms. A lightning strike could wipe out you and your computer.

Break-downs: Think of your computer as your transportation to the class. If you are enrolled in a face-to-face class and your car keeps breaking down, you will be expected to find another way to get to class. In an "M" or "W" class, if your computer keeps breaking down, you will be expected to find another way to access the class. Fortunately, public libraries and campus computer labs offer free Internet access. See "Useful Links" below for more information about campus computer labs.

If you experience repeated technical problems, consider dropping the course. Petitions for late withdrawal may be filed in UCF's Academic Services Office. (See "Useful Links" below for contact information.)

Useful links:

***Webcourses Tech Help: Contact Online@UCF Support (407) 823-0407, onlinesupport@ucf.edu or online.ucf.edu/support/ ***

- Academic Services Office: <http://www.academicervices.ucf.edu>
- Canvas (Webcourses) documentation: <https://community.canvaslms.com/community/answers/guides>
- Computer Lab Information (now called "Technology Commons"): <http://www.computerlabs.ucf.edu>
- Computer Store: <http://www.cstore.ucf.edu>
- BYU Corpora (COCA, COHA, etc.): <http://corpus.byu.edu/problems.asp>
- Online Learning Student Information Pages: <http://online.ucf.edu/learn-online/>
- English Department: <http://www.english.cah.ucf.edu/>
- Office of Equal Opportunity and Affirmative Action Programs: <http://eeo.ucf.edu/>
- Golden Rule (UCF student handbook): <http://www.goldenrule.sdes.ucf.edu>
- Library: <http://library.ucf.edu> See also "Off-Campus Access" <http://library.ucf.edu/Databases/OffCampus/default.php> and "Ask A Librarian" <http://library.ucf.edu/Ask/>
- Student Accessibility Services: <http://sas.sdes.ucf.edu/>
- UCF Ombuds Office: <http://www.ombuds.ucf.edu/> The University Ombuds Office provides all members of the university community (students, staff, faculty, and others) an informal, independent, confidential, neutral office that offers assistance and impartial advice regarding concerns related to the University.

LIN3010-15Fall 0M01

[Jump to Today](#)

The College of Arts and Humanities at the University of Central Florida

“Deep waters, such are the words of man: a swelling torrent, a fountain of life.”

–The Bible, Proverbs 18:4 (Jerusalem Bible)

Welcome! Please read this page, and read the complete course syllabus, which is [here \(https://webcourses.ucf.edu/courses/1134168/files/47109958/download?wrap=1\)](https://webcourses.ucf.edu/courses/1134168/files/47109958/download?wrap=1) [in .pdf format. \(https://webcourses.ucf.edu/courses/1134168/files/47109958/download?wrap=1\)](https://webcourses.ucf.edu/courses/1134168/files/47109958/download?wrap=1) Also read an [introduction to the course \(https://webcourses.ucf.edu/courses/1134168/pages/introduction-to-the-course\)](https://webcourses.ucf.edu/courses/1134168/pages/introduction-to-the-course). For a list of assignment deadlines, scroll down. The list might take a little while to load.

Disability Accommodation: If you have a disability that might affect your performance in this class, please let me know before the second week of the semester so that we can discuss what accommodations will be necessary. UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. The instructional media and materials for this class are accessible to students with disabilities. If you are having difficulty accessing them, let me know. No accommodations will be provided until you have met with me to request them. Students who need accommodations must be registered with Student Accessibility Services <http://sas.sdes.ucf.edu/> before any accommodations can be provided.

Class meetings: Because this class is offered as an M class, most coursework will be completed online AND we will also meet f2f. Our class meetings are scheduled for Tuesdays, 1:30 - 2:45 p.m., in CB1-109. Complete assigned readings before you come to class and bring any questions to class with you. Also check the Webcourses Calendar (see Calendar in the toolbar at the top of this screen) every week for information about anything else you'll need to bring with you, such as an assignment that is in progress or a device that can access the Internet. Our f2f plans will be flexible, depending on what students need, but in general, class meetings will supplement or apply the information that is online—class meetings will not duplicate or substitute for that information.

Attendance counts. See the attendance information in the .pdf syllabus, linked above. If you anticipate scheduling conflicts due to religious or significant family obligations (e.g., childbirth), or if you are on active duty in the military, contact me privately within the first two weeks of the semester so we can discuss how you can best meet the class requirements.

A great deal of additional information (including the first few reading assignments, for those of you waiting for textbooks to arrive) is available in the [Pages \(https://webcourses.ucf.edu/courses/1134168/pages/\)](https://webcourses.ucf.edu/courses/1134168/pages/) sections of the course. Take some time to look around and familiarize yourself with what is there.

Date	Details	
Mon Aug 24, 2015	UCF Semester Begins (https://webcourses.ucf.edu/calendar?event_id=1125534&include_contexts=course_1134168)	12am
	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126866&include_contexts=course_1134168)	10am to 12pm
	First Day Activities (https://webcourses.ucf.edu/courses/1134168/assignments/4003285)	due by 11:59pm
	Readings: "A Letter to Students" (https://webcourses.ucf.edu/courses/1134168/assignments/4003296)	due by 11:59pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125544&include_contexts=course_1134168)	1:30pm to 2:45pm
Tue Aug 25, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126865&include_contexts=course_1134168)	10am to 12pm
Thu Aug 27, 2015	Drop/swap ends (https://webcourses.ucf.edu/calendar?event_id=1126871&include_contexts=course_1134168)	12am

	Can you find & insert symbols?	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4003293	11:59pm
	SYLLABUS AND WEBCOURSES QUIZ	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4003265	11:59pm
Fri Aug 28, 2015	Add ends (https://webcourses.ucf.edu/calendar?event_id=1126868&include_contexts=course_1134168)	12am
Mon Aug 31, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126861&include_contexts=course_1134168)	10am to 12pm
	Extra Credit: Add a Profile Picture to Webcourses	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4103743	11:59pm
	Readings & Exercises: "A Language Like English"	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4003277	11:59pm
	Review two semester-long extra credit projects	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4003298	11:59pm
Tue Sep 1, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126864&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125524&include_contexts=course_1134168)	1:30pm to 2:45pm
Thu Sep 3, 2015	UCF game day closure (https://webcourses.ucf.edu/calendar?event_id=1126827&include_contexts=course_1134168)	12pm to 11:59pm
Mon Sep 7, 2015	UCF Holiday (https://webcourses.ucf.edu/calendar?event_id=1126862&include_contexts=course_1134168)	12am
Tue Sep 8, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126841&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125525&include_contexts=course_1134168)	1:30pm to 2:45pm
	Readings & Exercises: Spoken Discourse	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4003281	11:59pm
Sat Sep 12, 2015	SPOKEN DISCOURSE QUIZ (https://webcourses.ucf.edu/courses/1134168/assignments/4011488)	due by 11:59pm
Mon Sep 14, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126854&include_contexts=course_1134168)	10am to 12pm
	Readings & Exercises: Language and Authority	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4003278	11:59pm
Tue Sep 15, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126840&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125542&include_contexts=course_1134168)	1:30pm to 2:45pm
Sat Sep 19, 2015	Advanced Dictionaries (and Historical Thesaurus) *G*	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4010932	11:59pm
Mon Sep 21, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126853&include_contexts=course_1134168)	10am to 12pm
	Readings & Exercises: Semantics	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4003283	11:59pm
Tue Sep 22, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126839&include_contexts=course_1134168)	10am to 12pm

	Class (https://webcourses.ucf.edu/calendar?event_id=1125543&include_contexts=course_1134168)	1:30pm to 2:45pm
Sat Sep 26, 2015	Exploring COCA and COHA (https://webcourses.ucf.edu/courses/1134168/assignments/4010931)	due by 11:59pm
Mon Sep 28, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126852&include_contexts=course_1134168)	10am to 12pm
	How Many English Words Do You Know? (https://webcourses.ucf.edu/courses/1134168/assignments/4010934)	due by 11:59pm
	Optional Videos: Lexicon (https://webcourses.ucf.edu/courses/1134168/assignments/4003287)	due by 11:59pm
Tue Sep 29, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126838&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125541&include_contexts=course_1134168)	1:30pm to 2:45pm
Sat Oct 3, 2015	Extra Credit: Polysemy (https://webcourses.ucf.edu/courses/1134168/assignments/4003263)	due by 11:59pm
Mon Oct 5, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126851&include_contexts=course_1134168)	10am to 12pm
Tue Oct 6, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126837&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125540&include_contexts=course_1134168)	1:30pm to 2:45pm
	Bring a newspaper or magazine to class (https://webcourses.ucf.edu/courses/1134168/assignments/4033534)	due by 11:59pm
Sat Oct 10, 2015	LEXICON & SEMANTICS TEST (https://webcourses.ucf.edu/courses/1134168/assignments/4003256)	due by 11:59pm
	Word Formation Processes *G* (https://webcourses.ucf.edu/courses/1134168/assignments/4003273)	due by 11:59pm
Mon Oct 12, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126850&include_contexts=course_1134168)	10am to 12pm
	Readings & Exercises: Syntax (https://webcourses.ucf.edu/courses/1134168/assignments/4011333)	due by 11:59pm
Tue Oct 13, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126836&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1126881&include_contexts=course_1134168)	1:30pm to 2:45pm
Thu Oct 15, 2015	Dr. Young at a conference (https://webcourses.ucf.edu/calendar?event_id=1126826&include_contexts=course_1134168)	12am
Fri Oct 16, 2015	Dictionary Day (https://webcourses.ucf.edu/calendar?event_id=1126863&include_contexts=course_1134168)	12am
	Dr. Young at a conference (https://webcourses.ucf.edu/calendar?event_id=1126825&include_contexts=course_1134168)	12am
Sat Oct 17, 2015	Dr. Young at a conference (https://webcourses.ucf.edu/calendar?event_id=1126824&include_contexts=course_1134168)	12am
	SYNTAX QUIZ (https://webcourses.ucf.edu/courses/1134168/assignments/4012145)	due by 11:59pm

Mon Oct 19, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126849&include_contexts=course_1134168)	10am to 12pm
	Invent a Compound/Complex Word (https://webcourses.ucf.edu/courses/1134168/assignments/4010933)	due by 11:59pm
	Learn about morphemes (https://webcourses.ucf.edu/courses/1134168/assignments/4003275)	due by 11:59pm
	Readings & Exercises: Morphology (https://webcourses.ucf.edu/courses/1134168/assignments/4003280)	due by 11:59pm
Tue Oct 20, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126835&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125538&include_contexts=course_1134168)	1:30pm to 2:45pm
Wed Oct 21, 2015	Back to the Future! (https://webcourses.ucf.edu/calendar?event_id=1126828&include_contexts=course_1134168)	4:29pm
Thu Oct 22, 2015	Dictionary Day (https://webcourses.ucf.edu/calendar?event_id=1125539&include_contexts=course_1134168)	12am
Mon Oct 26, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126848&include_contexts=course_1134168)	10am to 12pm
Tue Oct 27, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126834&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125537&include_contexts=course_1134168)	1:30pm to 2:45pm
Sat Oct 31, 2015	MORPHOLOGY TEST (https://webcourses.ucf.edu/courses/1134168/assignments/4003257)	due by 11:59pm
Mon Nov 2, 2015	Withdrawal deadline (https://webcourses.ucf.edu/calendar?event_id=1126860&include_contexts=course_1134168)	12am
	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126847&include_contexts=course_1134168)	10am to 12pm
	Learn about the IPA (https://webcourses.ucf.edu/courses/1134168/assignments/4003276)	due by 11:59pm
	Readings & Exercises: English Phonology (https://webcourses.ucf.edu/courses/1134168/assignments/4003279)	due by 11:59pm
	Spelling Reform part 1 (https://webcourses.ucf.edu/courses/1134168/assignments/4010936)	due by 11:59pm
Tue Nov 3, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126833&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125536&include_contexts=course_1134168)	1:30pm to 2:45pm
Sat Nov 7, 2015	Spelling Reform part 2 (https://webcourses.ucf.edu/courses/1134168/assignments/4010937)	due by 11:59pm
Mon Nov 9, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126846&include_contexts=course_1134168)	10am to 12pm
	Readings & Exercises: More Phonology (https://webcourses.ucf.edu/courses/1134168/assignments/4003286)	due by 11:59pm
	Spelling Reform part 3 (https://webcourses.ucf.edu/courses/1134168/assignments/4010935)	due by 11:59pm

Tue Nov 10, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126832&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125532&include_contexts=course_1134168)	1:30pm to 2:45pm
Wed Nov 11, 2015	UCF holiday (https://webcourses.ucf.edu/calendar?event_id=1126859&include_contexts=course_1134168)	12am
	Veteran's Day Holiday (https://webcourses.ucf.edu/calendar?event_id=1125531&include_contexts=course_1134168)	12am
Sat Nov 14, 2015	PHONOLOGY & IPA TEST (https://webcourses.ucf.edu/courses/1134168/assignments/4003255)	due by 11:59pm
Mon Nov 16, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126845&include_contexts=course_1134168)	10am to 12pm
	Readings & Exercises: Language Acquisition (https://webcourses.ucf.edu/courses/1134168/assignments/4011335)	due by 11:59pm
Tue Nov 17, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126831&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1178591&include_contexts=course_1134168)	1:30pm to 2:45pm
Thu Nov 19, 2015	UCF closed for football (https://webcourses.ucf.edu/calendar?event_id=1126858&include_contexts=course_1134168)	3pm
Sat Nov 21, 2015	LANGUAGE ACQUISITION QUIZ (https://webcourses.ucf.edu/courses/1134168/assignments/4012156)	due by 11:59pm
Mon Nov 23, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126844&include_contexts=course_1134168)	10am to 12pm
	Readings & Exercises: Language Variation (https://webcourses.ucf.edu/courses/1134168/assignments/4003282)	due by 11:59pm
Tue Nov 24, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126830&include_contexts=course_1134168)	10am to 12pm
	Class (https://webcourses.ucf.edu/calendar?event_id=1125529&include_contexts=course_1134168)	1:30pm to 2:45pm
Thu Nov 26, 2015	UCF holiday (https://webcourses.ucf.edu/calendar?event_id=1126857&include_contexts=course_1134168)	12am
Fri Nov 27, 2015	UCF holiday (https://webcourses.ucf.edu/calendar?event_id=1126856&include_contexts=course_1134168)	12am
Sat Nov 28, 2015	UCF holiday (https://webcourses.ucf.edu/calendar?event_id=1126855&include_contexts=course_1134168)	12am
Sun Nov 29, 2015	Extra Credit: IPA Song Lyrics (https://webcourses.ucf.edu/courses/1134168/assignments/4220155)	due by 11:59pm
Mon Nov 30, 2015	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126843&include_contexts=course_1134168)	10am to 12pm
	Using DARE *G* (https://webcourses.ucf.edu/courses/1134168/assignments/4010930)	due by 11:59pm
Tue Dec 1, 2015	Dr. Young's f2f office hours (https://webcourses.ucf.edu/calendar?event_id=1126829&include_contexts=course_1134168)	10am to 12pm
	Class--our last class meeting (https://webcourses.ucf.edu/calendar?event_id=1125530&include_contexts=course_1134168)	1:30pm to 2:45pm
	Bring copies of your text messages to class (https://webcourses.ucf.edu/courses/1134168/assignments/4033617)	due by 11:59pm
Sat Dec 5, 2015	Extra Credit: Antedate the OED *G*	due by

	https://webcourses.ucf.edu/courses/1134168/assignments/4003294	11:59pm
	Extra Credit: Transcribing Johnson's Dictionary	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4035594	11:59pm
Mon Dec 7, 2015	Last Day of UCF Classes (https://webcourses.ucf.edu/calendar?event_id=1126869&include_contexts=course_1134168)	12am
	Dr. Young's online office hours (https://webcourses.ucf.edu/calendar?event_id=1126842&include_contexts=course_1134168)	10am to 12pm
	Extra Credit: End-of-Semester Survey	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4003262	11:59pm
Tue Dec 8, 2015	Study Day (https://webcourses.ucf.edu/calendar?event_id=1125551&include_contexts=course_1134168)	12am
Tue Dec 15, 2015	Course Letter Grade (https://webcourses.ucf.edu/courses/1134168/assignments/4003274)	due by 11:59pm
	FINAL EXAM (https://webcourses.ucf.edu/courses/1134168/assignments/4003264)	due by 11:59pm
	In-Class Participation (Attendance)	due by
	https://webcourses.ucf.edu/courses/1134168/assignments/4015243	11:59pm
Mon Dec 21, 2015	Grades Available in MyUCF (https://webcourses.ucf.edu/calendar?event_id=1126867&include_contexts=course_1134168)	12am